

For the Wyoming Department of Education

**Transition from the *Wyoming English Language Arts
Content Standards* to the *Common Core State
Standards for English Language Arts*, Grades K–8**

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Document Overview

This document compares the Wyoming *English Language Arts Content Standards* from 2008 to the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. The purpose of this document is to help teachers who are working with current Wyoming standards understand how the Common Core standards will differ. The document is designed to give the teacher, at a glance, a sense of what new content the student will need to master in the near future. It also provides a sense of what new content the student will be mastering in previous grades.

In the first section of this document, the Wyoming standards and their related benchmarks are listed for each grade, K–8. Beneath each standard and its benchmarks is listed topically related Common Core State Standards (CCSS) content that would be appropriate for that standard but is not currently found in the state’s benchmarks at that grade. In some cases, the CCSS might actually be touched upon in the state benchmarks, but only very generally, or addressed at a later grade.

In the second section of the document, the Common Core content that differs from each Wyoming standard is shown side-by-side in the grade spans K–2, 3–5, 6–8; the state benchmarks are not shown. The purpose for showing adjacent grade levels is to provide teachers with information about how skills, not currently found or specified in Wyoming, build over the course of several grades. While teachers would focus primarily on the content for their grade, they may need at times to see the progression of skills in prior grades in order to fill learning gaps. In some cases, the increase in rigor between the Wyoming standards and the CCSS means that students will likely need more than one year to catch up. Showing a continuum of skills will help teachers over the course of several transition years understand what content needs to be supplemented in order to prepare students for the CCSS.

It is important to note that all comparisons were done only grade-to-grade. So, for example, if Common Core content appears at grade 2 but does not appear in the state standards until grade 4, the content is identified in this report as missing from the state standards at grade 2. Also, the content in the table is not strictly verbatim from the Common Core Standards document. The CCSS content shown has been paraphrased as bulleted statements in order to keep the document simple and user-friendly. The language is often a synthesis of the wording found in the state document and the Common Core Standards.

The Common Core State Standards for ELA and Literacy include some aspects that, while likely representing a change from the Wyoming standards, could not be accurately reflected in this analysis. These include a changing definition of grade-appropriate text, as it is represented in the Common Core text complexity model and described in Appendix A of the Common Core standards. Another change is the focus on general academic vocabulary, or Tier 2 words.

SECTION 1: DIFFERENCES BY GRADE

How to Read Section 1

Standards and benchmarks from the Wyoming English language arts standards

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.

Wyoming Benchmarks

LA6.3.1	Students speak on a focused topic with clear organization including main idea with supporting details and a recognizable conclusion.
LA6.3.2	Students communicate using organization, volume, posture, pace, eye contact, and relevant gestures.
LA6.3.3	Students follow directions and provide relevant feedback through note-taking or orally responding.
LA6.3.4	Students read aloud their own or others' texts fluently and expressively.
LA6.3.5	Students engage in small group discussion using strategies to contribute and create consensus.
LA6.3.6	Students understand and explain techniques used in media such as propaganda and visual symbols.

Additional Content Found in the Common Core State Standards, Grade 6

Grade 6

Comprehension and Collaboration

- Come to discussions prepared, having read or studied required material to draw from.
- In groups, set specific goals and deadlines and define roles as needed.
- Pose and answer specific questions; elaborate.
- Review the key ideas expressed in a discussion, reflecting multiple perspectives.
- Interpret information presented in diverse media and formats.
- Delineate a speaker's argument, distinguishing claims that are supported from those that are not.

Presentation of Knowledge and Ideas

- Include multimedia components and visual displays to clarify information.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate.

Content found in the Common Core State Standards that is not found in the WY document at this grade level.

GRADE K

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Wyoming Benchmarks

LAK.1A	Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
LAK.1A.1	Students use illustrations and prior knowledge to decode unknown words and understand text.
LAK.1A.2	Students recognize and produce rhyming words orally.
LAK.1A.3	Students orally combine and segment syllables.
LAK.1A.4	Students recognize initial and final sounds of words orally.
LAK.1A.5	Students self-correct for meaning.
LAK.1A.6	Students use pictures and illustrations to understand text and to make predictions.
LAK.1A.7	Students connect information and events in texts to life experiences.
LAK.1A.8	Students identify parts of a book including the front and back covers, the title page, and the names of the author and illustrator.
LAK.1A.9	Students differentiate letters and words.
LAK.1A.10	Students understand concepts of print, including that print conveys meaning and that print is read top-to-bottom and left-to-right.
LAK.1A.11	Students match voice with print, associating syllables, words, and phrases with their written form.
LAK.1A.12	Students name upper and lower case alphabet letters.
LAK.1A.13	Students know letter/sound correspondences.
LAK.1A.14	Students are familiar with a variety of modes such as Big Books, storytelling, and audio and video modes.
LAK.1B	Students demonstrate an understanding of literary texts.
LAK.1B.1	Students understand sequence; i.e., beginning, middle, and end.
LAK.1B.2	Students use illustrations to retell story.
LAK.1B.3	Students listen and respond to stories based on characters, themes, plots, and settings.
LAK.1C	Students demonstrate understanding of informational texts by listening and responding to nonfiction texts.

Additional Content Found in the Common Core State Standards, Kindergarten

Key Ideas & Details

- With prompting and support, respond to fiction and non-fiction texts by asking and answering questions, identifying main ideas, and retelling key details.
- With prompting and support, make connections within and across texts by comparing and contrasting characters, events, ideas, and pieces of information.

Integration of Knowledge and Ideas

- With prompting and support, provide reasons an author gives to support points in a text.

Print Concepts

- Recognize that words are represented in written language by specific sequences of letters.

Phonological Awareness

- Isolate and pronounce medial vowel sounds in consonant-vowel-consonant (CVC) words, not including those that end in /l/, /r/, or/x/.

Additional Content Found in the Common Core State Standards, Kindergarten

Phonics and Word Recognition

- Read common high-frequency words by sight.
- Distinguish between similarly spelled words by indentifying the sounds of the letters that differ, and add or substitute individual sounds in simple, one syllable words to make new words.

Range of Reading and Level of Complexity

- Actively engage in group reading activities.

Fluency

- Read emergent-reader texts with purpose and understanding.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of grade-appropriate multi-meaning words.
- With guidance, explore words relationships (e.g., categories, antonyms) and nuances (e.g., shades of meaning).

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Wyoming Benchmarks

LAK.2A	Students apply writing skills to plan, draft, revise, and publish writing.
LAK.2A.1	Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas.
LAK.2A.2	Students know some dominant sounds in words.
LAK.2B	Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of "real-world" events and ideas.

Additional Content Found in the Common Core State Standards, Kindergarten

Text Types and Purposes

- Express an opinion or preference.

Production and Distribution of Writing

- With guidance and support, respond to questions and suggestions from peers, adding details to strengthen writing.
- With guidance and support, explore a variety of digital writing tools, including collaboration with peers.

Research to Build and Present Knowledge

- Participate in shared research and writing projects.
- With guidance and support, recall or gather information from provided sources to answer a question.

Conventions of Standard English

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs, including regular plural noun.
- Understand and use question words and frequently occurring prepositions.
- Produce and expand complete sentences in shared language activities.

- Demonstrate conventions (e.g., capitalize the first word in a sentence and the pronoun I, identify end punctuation, spell simple words phonetically).

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.

Wyoming Benchmarks

LAK.3.1	Students follow simple one- and two-step directions.
LAK.3.2	Students orally share and listen to stories and other expressive pieces such as poetry, songs, nursery rhymes, etc.
LAK.3.3	Students share ideas after hearing or viewing nonfiction and informational passages.
LAK.3.4	Students recall facts or details after hearing or viewing an informational passage.

Additional Content Found in the Common Core State Standards, Kindergarten

Comprehension and Collaboration

- Follow agreed-upon rules for discussion (e.g., listen to others, take turns).
- Continue a conversation through multiple exchanges.
- Ask questions to clarify information in an oral text, to seek help, or get information.

Presentation of Knowledge and Ideas

- Add drawings or other visual displays to support oral descriptions of familiar people, places, things, and events.
- Speak audibly and clearly.

GRADE 1

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Wyoming Benchmarks	
LA1.1A	Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
LA1.1A.1	Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.
LA1.1A.2	Students use sequence to understand text and to make predictions about content.
LA1.1A.3	Students compare information from several sources to understand text.
LA1.1A.4	Students connect prior knowledge to textual information.
LA1.1A.5	Students monitor and self-correct for meaning.
LA1.1A.6	Students read aloud with fluency in a manner that sounds like natural speech.
LA1.1A.7	Students are familiar with a variety of modes such as Big Books, storytelling, magazines, newspapers, and audio and video modes.
LA1.1B	Students demonstrate an understanding of literary texts.
LA1.1B.1	Students identify setting, characters, main events, and plot in story.
LA1.1B.2	Students recall sequence of key events.
LA1.1B.3	Students read a variety of literary genres such as story-books, poems, fairy tales, narratives, and fables.
LA1.1C	Students demonstrate understanding of informational text.
LA1.1C.1	Students read nonfiction texts.
LA1.1C.2	Students understand the main idea and relevant facts in level-appropriate informational texts.

Additional Content Found in the Common Core State Standards, Grade 1

Key Ideas & Details

- Ask and answer questions.
- Describe the central message or lesson.
- Respond to particular words and phrases within a text by identifying those that suggest feeling or appeal to the senses and asking questions about unknown words.

Craft and Structure

- Identify the narrator.
- Compare and contrast fiction with non-fiction.
- Uses text features (e.g., headings, table of contents, glossaries, electronic menus, icons).

Integration of Knowledge and Ideas

- Use illustrations and distinguish between the information they provide and the information provided by words.
- Identify reasons an author gives to support points in a text.
- Compare events, ideas, topics, and the experiences of characters within and across texts.

Phonological Awareness

- Segment and blend sounds in spoken single-syllable words.
- Distinguish long from short vowel sounds in spoken single syllable words.

Additional Content Found in the Common Core State Standards, Grade 1

Phonics and Words Recognition

- Know final –e and common vowel team conventions for long vowel sounds.
- Understand and use syllabification and inflectional endings to decode words.
- Recognize and read grade-appropriate irregularly spelled words.

Vocabulary Acquisition and Use

- Identify and use frequently occurring affixes, root words, and inflectional endings.
- With guidance, understand words relationships (e.g., categories and their attributes) and nuances (e.g., shades of meaning, intensity).
- Use words and phrases acquired through conversations, reading, and listening tasks, including conjunctions and words that signal relationships.

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Wyoming Benchmarks

LA1.2A	Students apply writing skills to plan, draft, revise, and publish writing.
LA1.2A.1	Students write on a topic to communicate ideas.
LA1.2A.2	Students begin to demonstrate awareness of openings and closings.
LA1.2A.3	Students use the term ‘voice’ to explain writing.
LA1.2A.4	Students write simple sentences.
LA1.2A.5	Students capitalize the first word of a sentence, names of people, and the pronoun ‘I’.
LA1.2A.6	Students conclude sentence with proper punctuation such as a period, exclamation point, or question mark.
LA1.2A.7	Students apply basic phonological principles to spell words including beginning and ending consonant sounds and easy to hear vowel sounds.
LA1.2B	Students write a variety of expressive and expository pieces.
LA1.2B.1	Students create simple lists.
LA1.2B.2	Students share real-life experiences in writing.

Additional Content Found in the Common Core State Standards, Grade 1

Text Types and Purposes

- State an opinion and supply a reason for the opinion.
- Supply some facts and details about a topic or event, using temporal words to signal order.

Production and Distribution of Writing

- With guidance and support, focus on a topic and respond to questions and suggestions from peers, adding details to strengthen writing.
- With guidance and support, use a variety of digital writing tools, including collaboration with peers.

Research to Build and Present Knowledge

- Participate in shared research and writing projects.
- With guidance and support, recall or gather information from provided sources to answer a question.

Additional Content Found in the Common Core State Standards, Grade 1

Conventions of Standard English

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns; use singular and plural nouns with appropriate verbs.
- Use personal, possessive, and indefinite pronouns.
- Use past, present, and future verb tenses.
- Use frequently occurring adjectives, conjunctions, determiners, and prepositions.
- Expand different types of sentences in response to prompts.
- Demonstrate conventions (e.g., capitalize dates, use commas in dates and words in a series, spell frequently occurring irregular words).

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.

Wyoming Benchmarks

LA1.3.1	Students give and follow two-step directions.
LA1.3.2	Students orally share stories, poetry, and nonfiction or informational texts.
LA1.3.3	Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.
LA1.3.4	Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.

Additional Content Found in the Common Core State Standards, Grade 1

Comprehension and Collaboration

- Follow agreed-upon rules for discussion (e.g., careful listening, take turns).
- Build on others' talk in conversations through multiple exchanges.

Presentation of Knowledge and Ideas

- Add drawings or other visual displays to support and clarify ideas, thoughts, and feelings.
- Use complete sentence when appropriate.

GRADE 2

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Wyoming Benchmarks	
LA2.1A	Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
LA2.1A.1	Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.
LA2.1A.2	Students read to confirm predictions about text.
LA2.1A.3	Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.
LA2.1A.4	Students set a purpose for reading and use such comprehension strategies as visualizing and inferring.
LA2.1A.5	Students make connections with the text.
LA2.1B	Students demonstrate understanding of literary texts.
LA2.1B.1	Students compare and contrast plots, characters, and settings presented by different authors.
LA2.1B.2	Students identify problem and solution in literary texts.
LA2.1B.3	Students read a variety of literary genres such as storybooks, poems, fairy tales, narratives, and fables.
LA2.1B.4	Students are familiar with a variety of modes such as books and poems by same author, children's literary magazines, Big Books, and storytelling.
LA2.1C	Students demonstrate understanding of informational texts.
LA2.1C.1	Students interpret simple written directions.
LA2.1C.2	Students are familiar with a variety of informational modes such as Big Books, storytelling, magazines, newspapers, and audio and video modes.
LA2.1C.3	Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.
LA2.1C.4	Students read nonfiction, such as biographies and graphics.

Additional Content Found in the Common Core State Standards, Grade 2

Key Ideas & Details

- Respond to texts through questioning.
- Describe the connections between historical events, scientific ideas or concepts, or steps in a technical procedure in a text.

Craft and Structure

- Identify the main purpose of texts.
- Describe the overall structure of texts, such as the beginning and ending of a story or the focus of particular paragraphs in informational texts.
- Respond to particular words, phrases within a text by identifying those that supply rhythm and meaning or that are relevant to a grade 2 topic or subject area.
- Uses text features (e.g., captions, subheadings, indexes, electronic menus, icons).

Integration of Knowledge and Ideas

- Describe how reasons support specific points the author makes in a text.
- Compare and contrast two texts on the same topic.

Phonics and Words Recognition

- Distinguish long and short vowel sounds when reading regularly spelled one-syllable words.

Additional Content Found in the Common Core State Standards, Grade 2

- Know common vowel teams.
- Decode regularly spelled two-syllable words with long vowel and grade –appropriate irregularly spelled words.
- Identify words with inconsistent but common spelling-sound correspondences.

Fluency

- Read on level text with accuracy, appropriate rate, and expression on successive readings.
- Use context clues, word recognition, and re-reading to self-correct.

Vocabulary Acquisition and Use

- Uses glossaries and dictionaries, print and digital.
- Distinguish shades of meaning among closely related verbs and adjectives.
- Use words and phrases acquired through conversations, reading, and listening tasks, including adjectives and adverbs.

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Wyoming Benchmarks

LA2.2A	Students apply writing skills to plan, draft, revise, and publish writing.
LA2.2A.1	Students use prewriting to plan their writing.
LA2.2A.2	Students capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials or people.
LA2.2A.3	Students apply sound-symbol relationships to spelling.
LA2.2A.4	Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.
LA2.2A.5	Students use strategies to draft and revise written work such as focusing on one topic; maintaining consistent focus; using elements of a specific genre; checking for clarity, content, organization, and relevant, and descriptive details.
LA2.2A.6	Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, spelling, and sentence structure; sharing final copy with others; and using available technology to publish work.
LA2.2B	Students write a variety of expressive and expository pieces.
LA2.2B.1	Students create lists and maintain writing journals.
LA2.2B.2	Students write descriptive sentences.
LA2.2B.3	Students write a simple story with a beginning, middle, and end.
LA2.2B.4	Students create and share information using lists, posters, and personal experience reports.
LA2.2B.5	Students give relevant feedback about others' written work by restating facts, asking questions, and making comments.

Additional Content Found in the Common Core State Standards, Grade 2

Text Types and Purposes

- State and support opinions.
- Use words and phrases that link opinions to reasons, and temporal words that signal the order of events.
- Provide a concluding sentence or section when organizing written information.

Research to Build and Present Knowledge

- Collaborate with peers and participate in shared research and writing projects.
- Recall or gather information from provided sources to answer a question.

Conventions of Standard English

- Use collective nouns, frequently occurring irregular plural nouns, and reflexive pronouns.
- Choose between adjectives and adverbs, depending on what is to be modified.
- Expand and rearrange simple and compound sentences.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Consult reference materials for spelling.

Knowledge of Language

- Compare formal and informal uses of English.

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.

Wyoming Benchmarks

LA2.3.1	Students give and follow oral directions with three or four steps.
LA2.3.2	Students communicate information, stay on topic, and use appropriate volume.
LA2.3.3	Students list important facts after viewing or hearing a selection.
LA2.3.4	Students read aloud fluently and accurately with appropriate intonation and expression.
LA2.3.5	Students contribute in small group discussions.

Additional Content Found in the Common Core State Standards, Grade 2

Comprehension and Collaboration

- Follow agreed-upon rules for discussion (e.g., gain the floor in respectful ways, listen, take turns).
- Ask for clarification and further explanation as needed.
- Ask and answer questions to clarify, gather additional information, or deepen understanding.

Presentation of Knowledge and Ideas

- Create audio recordings of stories or poems, adding drawings or other visual displays when appropriate.
- Use complete sentences when providing requested detail or clarification.

GRADE 3

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Wyoming Benchmarks	
LA3.1A	Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
LA3.1A.1	Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.
LA3.1A.2	Students comprehend main idea and supporting details.
LA3.1A.3	Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.
LA3.1A.4	Students use reading strategies of setting a purpose for reading, visualizing, and reading between the lines.
LA3.1A.5	Students make connections among texts and themselves.
LA3.1B	Students read and interpret literature.
LA3.1B.1	Students understand basic elements of plot such as conflict and resolution.
LA3.1B.2	Students determine characters' traits by their actions and by how they are portrayed by the author and illustrator.
LA3.1B.3	Students recognize use of descriptive language.
LA3.1B.4	Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales, and legends.
LA3.1B.5	Students are familiar with a variety of literary modes such as books and poems by same author.
LA3.1C	Students demonstrate understanding of informational texts.
LA3.1C.1	Students distinguish the main idea and supporting details in grade-level-appropriate expository text.
LA3.1C.2	Students compare and contrast information on the same topic after reading several passages or articles.
LA3.1C.3	Students locate information using a table of contents or glossary.
LA3.1C.4	Students interpret simple maps, charts, and graphs.
LA3.1C.5	Students follow simple multi-step written directions.
LA3.1C.6	Students read nonfiction texts such as biographies.
LA3.1C.7	Students are familiar with a variety of informational modes, such as books by the same author, demonstrations, and children's news publications.

Additional Content Found in the Common Core State Standards, Grade 3

Key Ideas & Details

- Ask and answer questions, referring explicitly to the text.
- Explain how the central message, lesson, or moral is conveyed through details.
- Use language that pertains to time, sequence, and cause/effect when describing the relationship in texts.

Craft and Structure

- Determine the meaning of general academic and domain-specific words and phrases for grade 3.
- Distinguish literal from nonliteral language.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information.

Additional Content Found in the Common Core State Standards, Grade 3

- Describe the sequence of structural elements in stories, dramas, and poems (e.g., chapter, scene, stanza).
- Distinguish their own point of view from that of the author or narrator.

Integration of Knowledge and Ideas

- Describe the connection between particular words and paragraphs.

Phonics and Words Recognition

- Know the meaning of common affixes.

Fluency

- Read on level text with accuracy, appropriate rate, and expression on successive readings.
- Use context clues, word recognition, and re-reading to self-correct.

Vocabulary Acquisition and Use

- Use sentence level context clues to understand unknown words or phrases.
- Uses glossaries and dictionaries, print and digital.
- Distinguish shades of meaning among closely related words that describe states of mind or degrees of certainty.
- Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Wyoming Benchmarks

LA3.2A	Students apply writing skills to plan, draft, revise, and publish writing.
LA3.2A.1	Students use strategies to arrive at an idea.
LA3.2A.2	Students write a paragraph with simple topic sentence and supporting details.
LA3.2A.3	Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.
LA3.2A.4	Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses.
LA3.2A.5	Students use strategies to draft and revise writing such as focusing on one topic; using elements of a specific genre; and checking for clarity, organization, and descriptive details.
LA3.2A.6	Students use strategies to edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish.
LA3.2A.7	Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.
LA3.2B	Students write a variety of expressive and expository pieces.
LA3.2B.1	Students write and share personal and formal letters including date, salutation, body, closing, and signature.
LA3.2B.2	Students write and share literary texts (stories, journals and poems) using grade-level-appropriate strategies such as providing a context within which action takes place, including well-chosen details to develop the plot, and providing insight into why the selected event is memorable.
LA3.2B.3	Students write reports using research.

Wyoming Benchmarks

LA3.2B.4	Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.
LA3.2B.5	Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements.

Additional Content Found in the Common Core State Standards, Grade 3*Text Types and Purposes*

- Organize reasons that support an opinion.
- Use words and phrases that link opinions to reasons and connect ideas within categories of information.
- Use temporal words to signal the order of events.
- Provide a concluding statement or section.
- Include illustrations when useful to aiding comprehension.
- Use dialogue and descriptions to show the response of characters to situations.

Production and Distribution of Writing

- With guidance and support, use technology to interact and collaborate with others.

Range of Writing

- Write routinely over extended time frames and shorter time frames for a range of disciplines –specific tasks, purposes, and audiences.

Conventions of Standard English

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.
- Use regular and irregular plural nouns and verbs, abstract nouns, simple verb tenses, and comparative and superlative adjectives and adverbs.
- Ensure subject-verb and pronoun-antecedent agreement.
- Write compound and complex sentences using coordinating and subordinating conjunctions.
- Use commas and quotation marks in dialogue.
- Capitalize titles.
- Use spelling patterns and generalizations.

Knowledge of Language

- Recognize and observe differences between the conventions of spoken and written standard English.

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.

Wyoming Benchmarks

LA3.3.1	Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.
LA3.3.2	Students communicate using organization, volume, and eye contact.
LA3.3.3	Students use clear and specific vocabulary to communicate ideas, establish tone, and present information.
LA3.3.4	Students read aloud narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression.
LA3.3.5	Students speak and listen cooperatively in small groups.

Additional Content Found in the Common Core State Standards, Grade 3

Comprehension and Collaboration

- Come to discussions prepared, having read or studied required material to draw from.
- Determine the main ideas and details of an oral or multimedia text.

Presentation of Knowledge and Ideas

- Create audio recordings of stories or poems, adding drawings or other visual displays when appropriate.
- Use complete sentences when providing requested detail or clarification.

GRADE 4

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Wyoming Benchmarks	
LA4.1A	Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
LA4.1A.1	Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail.
LA4.1A.2	Students demonstrate the strategy of setting a purpose before reading and visualization during reading.
LA4.1A.3	Students distinguish between fact and opinion.
LA4.1A.4	Students draw conclusions from text.
LA4.1A.5	Students demonstrate understanding by summarizing.
LA4.1A.6	Students read between the lines to infer author intent.
LA4.1A.7	Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.
LA4.1A.8	Students understand grade-level-appropriate technical and subject specific vocabulary.
LA4.1A.9	Students use text organizers such as type, headings, and graphics to predict and categorize information.
LA4.1A.10	Students read narrative and expository text aloud with level-appropriate fluency and accuracy with appropriate pacing, intonation, and expression.
LA4.1B	Students demonstrate an understanding of literary texts.
LA4.1B.1	Students use knowledge of situation, setting and a character's traits and motivations to determine the causes for that character's actions.
LA4.1B.2	Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia.
LA4.1B.3	Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, narratives from different cultures, drama, literature anthologies, myths, folk tales, and legends.
LA4.1B.4	Students know the defining characteristics of a variety of literary texts such as poetry, biographies, historical fiction, fiction, fairy tales, fables, narratives from different cultures, drama, nonfiction, myths, folk tales, and legends.
LA4.1B.5	Students establish a purpose for reading.
LA4.1B.6	Students understand author's purpose and elements that help to achieve that purpose such as language, form, setting, specific information and details, and persuasive techniques.
LA4.1C	Students demonstrate an understanding of informational texts.
LA4.1C.1	Students read a variety of non-fiction and informational texts.
LA4.1C.2	Students summarize important information.
LA4.1C.3	Students locate information using table of contents, index, or glossary.
LA4.1C.4	Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).

Additional Content Found in the Common Core State Standards, Grade 4

Craft and Structure

- Determine the meaning of general academic and domain-specific words and phrases for grade 4.
- Describe the structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in a text.
- Compare and contrast firsthand and secondhand accounts and various narrative points of view.

Additional Content Found in the Common Core State Standards, Grade 4

Integration of Knowledge and Ideas

- Interpret information presented visually, orally, or quantitatively and explain how it contributes to understanding of the text.
- Compare a written text with a visual or oral version.
- Explain how an author uses reasons and evidence to support particular points.
- Integrate information from two texts on the same topic.
- Compare and contrast treatment of similar themes or topics.

Phonics and Words Recognition

- Use combined knowledge of letter sounds and syllabication patterns to read unfamiliar multisyllabic words.

Fluency

- Use context clues, word recognition, and re-reading to self-correct.

Vocabulary Acquisition and Use

- Use sentence level context clues.
- Explain the meaning of simple similes and metaphors, and common idioms, adages, and proverbs.
- Acquire and use general academic vocabulary, including words that signal spatial and temporal relationships.
- Understand antonyms and synonyms.
- Acquire and use general academic vocabulary, including words that signal spatial and temporal relationships.

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Wyoming Benchmarks

LA4.2A	Students apply writing skills to plan, draft, revise, and publish writing.
LA4.2A.1	Students write organized paragraphs with a topic sentence and supporting details.
LA4.2A.2	Students write sentences of various lengths.
LA4.2A.3	Students use descriptive and original words and show evidence of voice.
LA4.2A.4	Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.
LA4.2A.5	Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus of a topic, identifying prior knowledge, and developing a plan for gathering information.
LA4.2A.6	Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.
LA4.2A.7	Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.
LA4.2A.8	Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such a word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.
LA4.2A.9	Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and using resources to edit

Wyoming Benchmarks

	and proofread such as dictionaries, spell checker, and style manuals.
LA4.2B	Students write a variety of expressive and expository pieces.
LA4.2B.1	Students write and share literary analyses, using grade-level-appropriate strategies such as demonstrating an understanding of the literary work, and supporting judgments through references to both the text and prior knowledge.
LA4.2B.2	Students write and share literary texts (stories, plays, journals, poems, and short personal narratives), using grade-level-appropriate strategies such as relating ideas, observations, or recollections of an event or experience; and providing a context to enable readers to imagine the world of the event or experience.
LA4.2B.3	Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.

Additional Content Found in the Common Core State Standards, Grade 4

Text Types and Purposes

- Use an appropriate style to defend an opinion (e.g., reasons supported by facts).
- Use transition words and phrases.
- Write narratives with dialogue, using temporal words and phrases and a conclusion.

Production and Distribution of Writing

- With some guidance and support, use technology to interact and collaborate with others.
- Use keyboarding skills to type a minimum of one page in a single sitting.

Range of Writing

- Write routinely over extended time frames and shorter time frames for a range of disciplines –specific tasks, purposes, and audiences.

Conventions of Standard English

- Use relative pronouns and adverbs.
- Use progressive verb tenses and modal auxiliaries (e.g., *can*, *may*, *must*).
- Order adjectives according to convention.
- Use frequently confused words (e.g., homophones).
- Use a comma and conjunction in a compound sentence.

Knowledge of Language

- Choose punctuation for effect.
- Differentiate between contexts that call for formal vs. informal English.

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.

Wyoming Benchmarks

LA4.3.1	Students speak on a focused topic with organization, volume, posture, pace, eye contact, and relevant gestures.
LA4.3.2	Students use speaking strategies appropriate to different types of presentations.
LA4.3.3	Students understand techniques used in various media such as basic propaganda techniques.
LA4.3.4	Students read aloud their own and others' texts fluently and expressively.
LA4.3.5	Students speak and listen in small groups cooperatively.

Additional Content Found in the Common Core State Standards, Grade 4

Comprehension and Collaboration

- Come to discussions prepared, having read or studied required material to draw from.
- Follow agreed-upon rules for discussion and carry out assigned roles.
- Pose and respond to questions.
- Review the key ideas expressed in a discussion.
- Paraphrase portions of oral text or diverse media.
- Identify reasons and evidence provided by a speaker.

Presentation of Knowledge and Ideas

- Add audio recordings and visual displays to presentations when appropriate.
- Differentiate when to use formal vs. informal English.

GRADE 5

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Wyoming Benchmarks	
LA5.1A	Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
LA5.1A.1	Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary.
LA5.1A.2	Students understand grade-level-appropriate technical and subject-specific vocabulary.
LA5.1A.3	Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level-appropriate text.
LA5.1A.4	Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
LA5.1A.5	Students understand cause and effect relationships.
LA5.1A.6	Students use such strategies as setting a purpose for reading and using graphic organizers to predict, categorize, and analyze.
LA5.1B	Students demonstrate an understanding of a variety of literary texts.
LA5.1B.1	Students make connections between characters, character traits, setting, and plot.
LA5.1B.2	Students make connections with the text.
LA5.1B.3	Students recognize descriptive language and imagery.
LA5.1B.4	Students read a variety of literary genres (historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales and legends).
LA5.1B.5	Students are familiar with a variety of literary modes including literature anthologies and books by the same author, and can explain the defining characteristics of a variety of texts.
LA5.1C	Students demonstrate understanding of informational text.
LA5.1C.1	Students locate and use information from multiple sources.
LA5.1C.2	Students compare and contrast information to draw conclusions.
LA5.1C.3	Students are familiar with a variety of information modes, such as news articles, magazines, online information, books by same author, demonstrations, biographies, and autobiographies

Additional Content Found in the Common Core State Standards, Grade 5

Key Ideas & Details

- Determine the theme of a story, drama, or poem.
- Make connections between individuals, events, ideas, or concepts in a historical, scientific, or technical text.

Craft and Structure

- Compare and contrast the organizational structure (e.g., chronology, problem/solution, comparison) in two or more texts.
- Explain how a series of chapters, scenes, or stanzas structure a story, drama, or poem.
- Compare multiple accounts of the same event.
- Describe the effects of a narrator's point of view.

Integration of Knowledge and Ideas

- Analyze how visual multimedia elements contribute to the meaning, tone, or beauty of a text.

Additional Content Found in the Common Core State Standards, Grade 5

- Explain how an author uses reasons and evidence to support particular points, and connect them.
- Compare the approach of texts in the same genre to similar themes and topics.

Phonics and Words Recognition

- Use combined knowledge of letter sounds and syllabication patterns to read unfamiliar multisyllabic words.

Fluency

- Use context clues, word recognition, and re-reading to self-correct.

Vocabulary Acquisition and Use

- Use context clues, affixes and roots, and reference material to determine the meaning of an unknown word or phrase.
- Explain the meaning of similes and metaphors, and common idioms, adages, and proverbs.
- Acquire and use general academic vocabulary, including words that signal contrast, addition, and other logical relationships.

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Wyoming Benchmarks

LA5.2A	Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.
LA5.2A.1	Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge.
LA5.2A.2	Students write multi-paragraph expository compositions with details, transitions, and conclusions.
LA5.2A.3	Students use meaningful word choice, evidence of voice, and sentence fluency.
LA5.2A.4	Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.
LA5.2A.5	Students use strategies to revise writing such as producing multiple drafts.
LA5.2A.6	Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology.
LA5.2B	Students write a variety of expressive and expository pieces.
LA5.2B.1	Students write and share literary analyses, using grade-level-appropriate strategies such as: <ul style="list-style-type: none"> a. Summarizing main ideas and significant details; b. Using examples from the text, other works, and prior knowledge or experience; c. Relating own ideas to supporting details; and d. Developing interpretation based on careful reading.
LA5.2B.2	Students write and share literary texts (personal narratives, journals, poetry, fictional stories) using level-appropriate strategies such as: <ul style="list-style-type: none"> a. Developing a clear story line in sequence; b. Using descriptive words and phrases; and c. Developing character, setting, and plot.
LA5.2B.3	Students summarize and paraphrase.
LA5.2B.4	Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.

Wyoming Benchmarks

LA5.2B.5 Students connect ideas using an organizational structure such as note taking, outlining, or graphic organizers.

Additional Content Found in the Common Core State Standards, Grade 5*Text Types and Purposes*

- Use an appropriate style to defend an opinion (e.g., logically ordered reasons supported by facts).

Production and Distribution of Writing

- With some guidance and support, use technology to interact and collaborate with others.
- Use keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

- Provide a list of sources for research.

Range of Writing

- Write routinely over extended time frames and shorter time frames for a range of discipline –specific tasks, purposes, and audiences.

Conventions of Standard English

- Explain the function of interjections.
- Form and use verb tenses that convey various times, sequences, states, and conditions (e.g., perfect tenses), correcting inappropriate shifts.
- Use punctuation to separate items in a series.
- Use a comma with introductory words and phrases in a sentence.
- Use underlining, quotation marks, or italics to indicate titles.

Knowledge of Language

- Compare and contrast varieties of English (e.g., dialects, registers).

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.**Wyoming Benchmarks**

LA5.3.1	Students speak on a focused topic with clear organization including main idea with supporting details.
LA5.3.2	Students use speaking strategies such as pace, volume, eye contact, and relevant gestures.
LA5.3.3	In small group discussion, students ask relevant questions to determine purpose or clarify meaning.
LA5.3.4	Students follow directions and provide feedback.
LA5.3.5	Students read aloud their own or others' texts fluently and expressively.
LA5.3.6	Students understand media propaganda and visual symbols and images.

Additional Content Found in the Common Core State Standards, Grade 5*Comprehension and Collaboration*

- Come to discussions prepared, having read or studied required material to draw from.
- Follow agreed-upon rules for discussion and carry out assigned roles.
- Respond to specific questions.
- Review the key ideas expressed in a discussion.
- Summarize an oral text or information from diverse media.
- Summarize the points a speaker makes and the evidence provided.

Presentation of Knowledge and Ideas

- Include multimedia components and visual displays when appropriate.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate.

GRADE 6

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Wyoming Benchmarks	
LA6.1A	Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
LA6.1A.1	Students use word origins and derivations to develop vocabulary.
LA6.1A.2	Students understand grade-level-appropriate technical and subject-specific vocabulary.
LA6.1A.3	Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence and prior knowledge.
LA6.1A.4	Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships.
LA6.1B	Students read and interpret a variety of literary texts including historical fiction, novels, poetry, fairy tales, tall tales, myths, legends, and plays.
LA6.1B.1	Students identify connections between dialogue, events, and conflict.
LA6.1B.2	Students make connections within and among texts and themselves.
LA6.1B.3	Students identify similes and metaphors.
LA6.1B.4	Students compare a variety of literary genres.
LA6.1C	Students demonstrate understanding of informational texts.
LA6.1C.1	Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.
LA6.1C.2	Students analyze technical data in charts and graphs.
LA6.1C.3	Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.
LA6.1C.4	Students read nonfiction texts such as biographies, interviews, and informational texts.

Additional Content Found in the Common Core State Standards, Grade 6

Key Ideas & Details

- Summarize a text without personal opinions or judgments.
- Describe how plots develop, including how characters change in response to events.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Craft and Structure

- Understand connotative and figurative language and the impact of words choice on meaning and tone.
- Analyze how a particular sentence, chapter, scene, stanza, paragraph, or section fits into the overall structure and develops the text.
- Explain how the point of view of the narrator or author is developed.

Integration of Knowledge and Ideas

- Compare print and non print versions of a text.
- Integrate information from different media or formats to understand a topic or issue.
- Evaluate arguments, distinguishing claims that are supported from those that are not.
- Compare the approach of texts in different formats or genres to similar themes and topics.

Additional Content Found in the Common Core State Standards, Grade 6

Vocabulary Acquisition and Use

- Use context clues and reference material to determine or verify the meaning of an unknown word or phrase.
- Interpret figures of speech.
- Use the relationship between words (e.g., part/whole, item/category) to better understand each of the words.

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Wyoming Benchmarks

LA6.2A	Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.
LA6.2A.1	Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details.
LA6.2A.2	Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.
LA6.2A.3	Students use persuasive word choice, engaging voice, and correct sentence structure.
LA6.2A.4	Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar, and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.
LA6.2A.5	Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology.
LA6.2A.6	Students use strategies to draft and revise written work such as producing multiple drafts.
LA6.2A.7	Students use strategies to edit and publish written work.
LA6.2B	Students write a variety of expressive and expository pieces.
LA6.2B.1	Students write and share literary analysis, using grade-level-appropriate strategies such as: <ul style="list-style-type: none"> a. Developing an interpretation, exhibiting careful reading, understanding, and insight; b. Organizing the interpretation around several clear ideas, premises, or images; and c. Developing and justifying the interpretation through use of examples and textual evidence.
LA6.2B.2	Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as: <ul style="list-style-type: none"> a. Establishing appropriate point of view; b. Including sensory detail and concrete language; and c. Using a range of narrative devices including dialogue and suspense.
LA6.2B.3	Students write directions, explain problem and solution or procedures.
LA6.2B.4	Using multiple sources, students create and present informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details, and examples.

Additional Content Found in the Common Core State Standards, Grade 6

Text Types and Purposes

- Use an appropriate style to write arguments, including making and supporting claims.
- Use words, phrases, and clauses as transitions to link ideas, convey sequence, or signal shifts.
- Establish and maintain a formal style.
- Organize ideas using definition, classification, comparison/contrast, and cause/effect.

Production and Distribution of Writing

- Use technology to interact and collaborate with others.
- Use keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

- Avoid plagiarism and provide basic bibliographic information for sources.

Range of Writing

- Write routinely over extended time frames and shorter time frames for a range of discipline –specific tasks, purposes, and audiences.

Conventions of Standard English

- Use pronouns correctly (e.g., proper case, clear agreement with antecedent).
- Use punctuation to set off nonrestrictive or parenthetical elements.

Knowledge of Language

- Vary sentence patterns.

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.**Wyoming Benchmarks**

LA6.3.1	Students speak on a focused topic with clear organization including main idea with supporting details and a recognizable conclusion.
LA6.3.2	Students communicate using organization, volume, posture, pace, eye contact, and relevant gestures.
LA6.3.3	Students follow directions and provide relevant feedback through note-taking or orally responding.
LA6.3.4	Students read aloud their own or others' texts fluently and expressively.
LA6.3.5	Students engage in small group discussion using strategies to contribute and create consensus.
LA6.3.6	Students understand and explain techniques used in media such as propaganda and visual symbols.

Additional Content Found in the Common Core State Standards, Grade 6*Comprehension and Collaboration*

- Come to discussions prepared, having read or studied required material to draw from.
- In groups, set specific goals and deadlines and define roles as needed.
- Pose and answer specific questions; elaborate.
- Review the key ideas expressed in a discussion, reflecting multiple perspectives.
- Interpret information presented in diverse media and formats.
- Delineate a speaker's argument, distinguishing claims that are supported from those that are not.

Presentation of Knowledge and Ideas

- Include multimedia components and visual displays to clarify information.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate.

GRADE 7

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Wyoming Benchmarks	
LA7.1A	Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
LA7.1A.1	Students use analogies, idioms, similes, and metaphors to develop vocabulary.
LA7.1A.2	Students understand grade-level-appropriate technical and subject-specific vocabulary.
LA7.1A.3	Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.
LA7.1B	Students read and interpret a variety of literary genres.
LA7.1B.1	Students explain connections between setting, plot, theme, and characterization.
LA7.1B.2	Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
LA7.1B.3	Students understand personification, hyperbole, imagery.
LA7.1C	Students demonstrate understanding of informational texts.
LA7.1C.1	Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details.
LA7.1C.2	Students interpret technical data in a variety of formats.
LA7.1C.3	Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.
LA7.1C.4	Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews.
LA7.1C.5	Students understand word choice and arguments that convey author's point of view.

Additional Content Found in the Common Core State Standards, Grade 7

Key Ideas & Details

- Cite textual evidence to support analysis.
- Analyze the development of theme and central ideas over the course of the text; summarize.
- Analyze the interaction between individuals, events, and ideas in an informational text.

Craft and Structure

- Understand how connotations impact meaning and tone.
- Analyze the impact of rhymes and other repetitions of sounds on a poem or play.
- Analyze how the form or structure of a poem or play contributes to its meaning.

Integration of Knowledge and Ideas

- Compare print and non-print versions of a text.
- Compare historical fiction to historical accounts.
- Analyze how two or more authors writing about the same topic emphasize different evidence or differ in their interpretation of facts.

Vocabulary Acquisition and Use

- Use context clues, affixes and roots, and general and specialized reference material to determine and verify the meaning of an unknown word or phrase.
- Understand allusions.

Additional Content Found in the Common Core State Standards, Grade 7

- Use synonyms andonyms to understand words.

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Wyoming Benchmarks

LA7.2A	Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.
LA7.2A.1	Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information.
LA7.2A.2	Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.
LA7.2A.3	Students use meaningful word choice, voice, and sentence fluency.
LA7.2A.4	Students utilize various writing strategies and tools to revise writing such as producing multiple drafts; focusing on central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variety; and revising for clarity, content, and vocabulary to improve writing.
LA7.2A.5	Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling.
LA7.2A.6	Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and use resources (dictionaries, spell checkers, and style manuals) to edit and proofread.
LA7.2B	Students write a variety of expressive and expository pieces.
LA7.2B.1	Students write and share literary texts (personal narratives, journals, poetry, plays, short stories) using grade-level-appropriate strategies such as: a. Developing major and minor characters; and b. Developing a setting.
LA7.2B.2	Students write reports and present demonstrations. a. Students explain problem, solution, and procedures. b. Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus, and gathering information. c. Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.
LA7.2B.3	Students write and share literary analyses using grade-level-appropriate strategies such as: a. Describing setting, plot structure, and theme or conflict; and b. Describing connections between historical and cultural influences and literary selections.

Additional Content Found in the Common Core State Standards, Grade 7

Text Types and Purposes

- Use an appropriate style to write arguments, including making and supporting claims and acknowledging opposing claims.
- Establish and maintain a formal style.
- Organize ideas using definition, classification, comparison/contrast, and cause/effect.
- Use formatting, graphics, and multimedia, as appropriate.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other examples.

Additional Content Found in the Common Core State Standards, Grade 7

Production and Distribution of Writing

- Use technology to interact and collaborate with others, including linking and citing sources.

Range of Writing

- Write routinely over extended time frames and shorter time frames for a range of discipline –specific tasks, purposes, and audiences.

Conventions of Standard English

- Explain the function of phrases and clauses and recognize misplaced or dangling modifiers.
- Use a comma to separate coordinate adjectives.

Knowledge of Language

- Write concisely, eliminating wordiness and redundancy.

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.

Wyoming Benchmarks

LA7.3.1	Students use effective speaking skills including volume, eye contact, posture, poise, relevant gestures, enunciation, and inflection.
LA7.3.2	Students speak on a focused topic with clear organization, substantial content, and audience awareness.
LA7.3.3	Students use note-taking strategies while listening or viewing.
LA7.3.4	Students present reports and demonstrations, explaining problem, solution, and procedures.
LA7.3.5	Students read aloud their own or others' texts fluently, with accuracy, appropriate rate, and expression.
LA7.3.6	Students incorporate multi-media when appropriate.
LA7.3.7	Students speak and listen in small group situations to contribute and build from previous speakers.

Additional Content Found in the Common Core State Standards, Grade 7

Comprehension and Collaboration

- Come to discussions prepared, having read or researched material to draw from.
- In groups, set specific goals and deadlines and define individual roles as needed.
- Pose and answer specific questions.
- Acknowledge new information expressed by others in a discussion.
- Analyze ideas and arguments presented by speakers in a variety of media.

Presentation of Knowledge and Ideas

- Adapt speech to a variety of contexts and tasks, using formal English when appropriate.

GRADE 8

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Wyoming Benchmarks

LA8.1A	Students use the reading process to apply a variety of comprehension strategies before, during and after reading.
LA8.1A.1	Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.
LA8.1A.2	Students comprehend main idea and supporting details in grade-level-appropriate text.
LA8.1A.3	Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.
LA8.1B	Students read and interpret a variety of literary texts.
LA8.1B.1	Students make inferences about events, setting, style, tone, mood, and meaning.
LA8.1B.2	Students understand and identify significant literary elements such as author's purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.
LA8.1B.3	Students understand the historical, social, and cultural influences on literary works, such as how a text reflects the period ideas, customs, and outlook of a particular group of people in history.
LA8.1C	Students read and demonstrate understanding of informational texts.
LA8.1C.1	Students conduct research using multiple resources.
LA8.1C.2	Students analyze data or make generalizations based on explicitly stated information.
LA8.1C.3	Students support conclusions with facts and/or citations.
LA8.1C.4	Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites.
LA8.1C.5	Students summarize and paraphrase information in chronological, sequential, or logical order.

Additional Content Found in the Common Core State Standards, Grade 8
Key Ideas & Details

- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., analogies, allusions).

Craft and Structure

- Understand how connotations impact meaning and tone.
- Compare the text structure of two or more texts.
- Analyze the structure of specific paragraphs.
- Consult general and specialized reference materials to verify a word's pronunciation, part of speech, and precise meaning.

Integration of Knowledge and Ideas

- Evaluate author's choice of medium.
- Analyze differences between a filmed or live production and the original text or script.
- Analyze how modern texts draw on past works (e.g., allusions, archetypes).

Additional Content Found in the Common Core State Standards, Grade 8

- Evaluate arguments and specific claims in texts, including conflicting evidence or viewpoints.

Vocabulary Acquisition and Use

- Use general and specialized reference material to determine or verify word meaning.
- Interpret various figures of speech (e.g. verbal irony, puns).

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Wyoming Benchmarks

LA8.2A	Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.
LA8.2A.1	Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.
LA8.2A.2	Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.
LA8.2A.3	Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.
LA8.2A.4	Student writing is appropriate for intended audience and purposes; voice is apparent.
LA8.2A.5	Students use meaningful word choice to achieve purpose.
LA8.2A.6	Students use grade-level-appropriate sentence fluency with compound and complex sentences, parallel structure in a series, and sentence variety.
LA8.2A.7	Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.
LA8.2A.8	Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.
LA8.2A.9	Students use strategies to edit and publish written work such as editing for conventions and using resources to edit such as dictionaries, spell checkers, and style manuals.
LA8.2A.10	Students use word processing in the writing process.
LA8.2B	Students use appropriate strategies to write a variety of expressive and expository pieces.
LA8.2B.1	Students write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary responses) using appropriate strategies.
LA8.2B.2	Students write and share literary analyses using grade-level-appropriate strategies by: <ol style="list-style-type: none"> a. Stating an interpretive, analytic, evaluative, or reflective position; b. Supporting inferences or conclusions with examples from the text, personal experience, or other works.
LA8.2B.3	Students produce expository essays, technical writing, and reports.
LA8.2B.4	Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.

Additional Content Found in the Common Core State Standards, Grade 8

Text Types and Purposes

- Use an appropriate style to write arguments, including making and supporting claims and acknowledging opposing claims.
- Clearly introduce topics and conclude with a statement or section that follows from and supports the piece.
- Use formatting, graphics, and multimedia, as appropriate.

Production and Distribution of Writing

- Use technology to interact and collaborate with others.

Research to Build and Present Knowledge

- Generate questions for research, expanding as needed to allow for additional exploration.
- Avoid plagiarism and follow a standard format for citation.

Range of Writing

- Write routinely over extended time frames and shorter time frames for a range of discipline –specific tasks, purposes, and audiences.

Conventions of Standard English

- Explain the function of verbals (gerunds, participles, infinitives).
- Recognize and correct inappropriate shifts in verb voice and mood.
- Use punctuation to indicate a pause, break, or omission.

Knowledge of Language

- Use verbs in the active and passive voice and in the appropriate mood to achieve particular effects.

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.

Wyoming Benchmarks

LA8.3.1	Students speak on a focused topic with clear organization, substantial content, and audience awareness.
LA8.3.2	Students use effective delivery skills (volume, eye contact, posture, poise, gestures, enunciation and inflection) appropriate to audience and purpose.
LA8.3.3	Students use multi-media to support presentations when appropriate.
LA8.3.4	Students use strategies to present oral interpretations of literature.
LA8.3.5	Students use strategies to contribute to group discussions, including building upon previous comments.
LA8.3.6	Students take notes and give relevant, appropriate feedback to speakers in formal and informal settings.
LA8.3.7	Students understand and analyze techniques used in various media such as propaganda, images, and symbols central to a particular message, and visual techniques used.

Additional Content Found in the Common Core State Standards, Grade 8

Comprehension and Collaboration

- Come to discussions prepared, having read or researched material to draw from.
- Follow rules for discussions and decision-making, tracking progress towards goals and defining individual roles as needed.

Additional Content Found in the Common Core State Standards, Grade 8

- Pose questions.
- Evaluate a speaker's argument and evidence.

Presentation of Knowledge and Ideas

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.

SECTION 2: DIFFERENCES BY GRADE BAND

How to Read Section 2

Wyoming
Standard

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences

Additional Content Found in the Common Core State Standards

Grade 4	Grade 5	Grade 6
<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material to draw from. • Follow agreed-upon rules for discussion and carry out assigned roles. • Pose and respond to questions. • Review the key ideas expressed in a discussion. • Paraphrase portions of oral text or diverse media. • Identify reasons and evidence provided by a speaker. <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Add audio recordings and visual displays to presentations when appropriate. • Differentiate when to use formal vs. informal English. 	<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material to draw from. • Follow agreed-upon rules for discussion and carry out assigned roles. • Respond to specific questions. • Review the key ideas expressed in a discussion. • Summarize an oral text or information from diverse media. • Summarize the points a speaker makes and the evidence provided. <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Include multimedia components and visual displays when appropriate. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate. 	<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material to draw from. • In groups, set specific goals and deadlines and define roles as needed. • Pose and answer specific questions; elaborate. • Review the key ideas expressed in a discussion, reflecting multiple perspectives. • Interpret information presented in diverse media and formats. • Delineate a speaker's argument, distinguishing claims that are supported from those that are not. <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Include multimedia components and visual displays to clarify information. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate.

Grades 4, 5, & 6 Common Core content found to be missing from the Wyoming standards at each corresponding grade 4, 5, & 6

GRADES K–2

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Additional Content Found in the Common Core State Standards		
Grade K	Grade 1	Grade 2
<p><i>Key Ideas & Details</i></p> <ul style="list-style-type: none"> With prompting and support, respond to fiction and non-fiction texts by asking and answering questions, identifying main ideas, and retelling key details. With prompting and support, make connections within and across texts by comparing and contrasting characters, events, ideas, and pieces of information. <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> With prompting and support, provide reasons an author gives to support points in a text. <p><i>Print Concepts</i></p> <ul style="list-style-type: none"> Recognize that words are represented in written language by specific sequences of letters. <p><i>Phonological Awareness</i></p> <ul style="list-style-type: none"> Isolate and pronounce medial vowel sounds in consonant-vowel-consonant (CVC) words, not including those that end in /l/, /r/, or /x/. <p><i>Phonics and Word Recognition</i></p> <ul style="list-style-type: none"> Read common high-frequency words by sight. Distinguish between similarly spelled words by indentifying the sounds of the letters that differ, and add or substitute individual sounds in simple, one syllable words to make new words. <p><i>Fluency</i></p> <ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> Determine or clarify the meaning of grade-appropriate multi-meaning words. With guidance, explore words relationships (e.g., 	<p><i>Key Ideas & Details</i></p> <ul style="list-style-type: none"> Ask and answer questions. Describe the central message or lesson. Respond to particular words and phrases within a text by identifying those that suggest feeling or appeal to the senses and asking questions about unknown words. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Identify the narrator. Compare and contrast fiction with non-fiction. Uses text features (e.g., headings, table of contents, glossaries, electronic menus, icons). <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Use illustrations and distinguish between the information they provide and the information provided by words. Identify reasons an author gives to support points in a text. Compare events, ideas, topics, and the experiences of characters within and across texts. <p><i>Phonological Awareness</i></p> <ul style="list-style-type: none"> Segment and blend sounds in spoken single-syllable words. Distinguish long from short vowel sounds n spoken single syllable words. <p><i>Phonics and Words Recognition</i></p> <ul style="list-style-type: none"> Know final –e and common vowel team conventions for long vowel sounds. Understand and use syllabification and inflectional endings to decode words. Recognize and read grade-appropriate irregularly 	<p><i>Key Ideas & Details</i></p> <ul style="list-style-type: none"> Respond to texts through questioning. Describe the connections between historical events, scientific ideas or concepts, or steps in a technical procedure in a text. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Identify the main purpose of texts. Describe the overall structure of texts, such as the beginning and ending of a story or the focus of particular paragraphs in informational texts. Respond to particular words, phrases within a text by identifying those that supply rhythm and meaning or that are relevant to a grade 2 topic or subject area. Uses text features (e.g., captions, subheadings, indexes, electronic menus, icons). <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Describe how reasons support specific points the author makes in a text. Compare and contrast two texts on the same topic. <p><i>Phonics and Words Recognition</i></p> <ul style="list-style-type: none"> Distinguish long and short vowel sounds when reading regularly spelled one-syllable words. Know common vowel teams. Decode regularly spelled two-syllable words with long vowel and grade –appropriate irregularly spelled words. Identify words with inconsistent but common spelling-sound correspondences. <p><i>Fluency</i></p>

Additional Content Found in the Common Core State Standards		
Grade K	Grade 1	Grade 2
categories, antonyms) and nuances (e.g., shades of meaning).	<p>spelled words.</p> <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> Identify and use frequently occurring affixes, root words, and inflectional endings. With guidance, understand words relationships (e.g., categories and their attributes) and nuances (e.g., shades of meaning, intensity). Use words and phrases acquired through conversations, reading, and listening tasks, including conjunctions and words that signal relationships. 	<ul style="list-style-type: none"> Read on level text with accuracy, appropriate rate, and expression on successive readings. Use context clues, word recognition, and re-reading to self-correct. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> Uses glossaries and dictionaries, print and digital. Distinguish shades of meaning among closely related verbs and adjectives. Use words and phrases acquired through conversations, reading, and listening tasks, including adjectives and adverbs.

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Additional Content Found in the Common Core State Standards		
Grade K	Grade 1	Grade 2
<p><i>Text Types and Purposes</i></p> <ul style="list-style-type: none"> Express an opinion or preference. <p><i>Production and Distribution of Writing</i></p> <ul style="list-style-type: none"> With guidance and support, respond to questions and suggestions from peers, adding details to strengthen writing. With guidance and support, explore a variety of digital writing tools, including collaboration with peers. <p><i>Research to Build and Present Knowledge</i></p> <ul style="list-style-type: none"> Participate in shared research and writing projects. With guidance and support, recall or gather information from provided sources to answer a question. <p><i>Conventions of Standard English</i></p> <ul style="list-style-type: none"> Print many upper- and lowercase letters. 	<p><i>Text Types and Purposes</i></p> <ul style="list-style-type: none"> State an opinion and supply a reason for the opinion. Supply some facts and details about a topic or event, using temporal words to signal order. <p><i>Production and Distribution of Writing</i></p> <ul style="list-style-type: none"> With guidance and support, focus on a topic and respond to questions and suggestions from peers, adding details to strengthen writing. With guidance and support, use a variety of digital writing tools, including collaboration with peers. <p><i>Research to Build and Present Knowledge</i></p> <ul style="list-style-type: none"> Participate in shared research and writing projects. With guidance and support, recall or gather information from provided sources to answer a question. <p><i>Conventions of Standard English</i></p>	<p><i>Text Types and Purposes</i></p> <ul style="list-style-type: none"> State and support opinions. Use words and phrases that link opinions to reasons, and temporal words that signal the order of events. Provide a concluding sentence or section when organizing written information. <p><i>Research to Build and Present Knowledge</i></p> <ul style="list-style-type: none"> Collaborate with peers and participate in shared research and writing projects. Recall or gather information from provided sources to answer a question. <p><i>Conventions of Standard English</i></p> <ul style="list-style-type: none"> Use collective nouns, frequently occurring irregular plural nouns, and reflexive pronouns. Choose between adjectives and adverbs, depending on what is to be modified.

Additional Content Found in the Common Core State Standards		
Grade K	Grade 1	Grade 2
<ul style="list-style-type: none"> • Use frequently occurring nouns and verbs, including regular plural noun. • Understand and use question words and frequently occurring prepositions. • Produce and expand complete sentences in shared language activities. • Demonstrate conventions (e.g., capitalize the first word in a sentence and the pronoun <i>I</i>, identify end punctuation, spell simple words phonetically). 	<ul style="list-style-type: none"> • Print all upper- and lowercase letters. • Use common, proper, and possessive nouns; use singular and plural nouns with appropriate verbs. • Use personal, possessive, and indefinite pronouns. • Use past, present, and future verb tenses. • Use frequently occurring adjectives, conjunctions, determiners, and prepositions. • Expand different types of sentences in response to prompts. • Demonstrate conventions (e.g., capitalize dates, use commas in dates and words in a series, spell frequently occurring irregular words). 	<ul style="list-style-type: none"> • Expand and rearrange complete simple and compound sentences. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Consult reference materials for spelling. <p><i>Knowledge of Language</i></p> <ul style="list-style-type: none"> • Compare formal and informal uses of English.

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.

Additional Content Found in the Common Core State Standards		
Grade K	Grade 1	Grade 2
<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussion. (e.g., listen to others, take turns). • Continue a conversation through multiple exchanges. • Ask questions to clarify information in an oral text, to seek help, or get information. <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Add drawings or other visual displays to support oral descriptions of familiar people, places, things, and events. • Speak audibly and clearly. 	<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussion (e.g., careful listening, take turns). • Build on others' talk in conversations through multiple exchanges. <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Add drawings or other visual displays to support and clarify ideas, thoughts, and feelings. • Use complete sentence when appropriate. 	<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussion (e.g., gain the floor in respectful ways, listen, take turns). • Ask for clarification and further explanation as needed. • Ask and answer questions to clarify, gather additional information, or deepen understanding. <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Create audio recordings of stories or poems, adding drawings or other visual displays when appropriate. • Use complete sentences when providing requested detail or clarification.

GRADES 3–5

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Additional Content Found in the Common Core State Standards		
Grade 3	Grade 4	Grade 5
<p><i>Key Ideas & Details</i></p> <ul style="list-style-type: none"> Ask and answer questions, referring explicitly to the text. Explain how the central message, lesson, or moral is conveyed through details. Use language that pertains to time, sequence, and cause/effect when describing the relationship in texts. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases for grade 3. Distinguish literal from nonliteral language. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information. Describe the sequence of structural elements in stories, dramas, and poems (e.g., chapter, scene, stanza). Distinguish their own point of view from that of the author or narrator. <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Describe the connection between particular words and paragraphs. <p><i>Phonics and Words Recognition</i></p> <ul style="list-style-type: none"> Know the meaning of common affixes. <p><i>Fluency</i></p> <ul style="list-style-type: none"> Read on level text with accuracy, appropriate rate, and expression on successive readings. Use context clues, word recognition, and re-reading to self-correct. <p><i>Vocabulary Acquisition and Use</i></p>	<p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases for grade 4. Describe the structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in a text. Compare and contrast firsthand and secondhand accounts and various narrative points of view. <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Interpret information presented visually, orally, or quantitatively and explain how it contributes to understanding of the text. Compare a written text with a visual or oral version. Explain how an author uses reasons and evidence to support particular points. Integrate information from two texts on the same topic. Compare and contrast treatment of similar themes or topics. <p><i>Phonics and Words Recognition</i></p> <ul style="list-style-type: none"> Use combined knowledge of letter sounds and syllabication patterns to read unfamiliar multisyllabic words. <p><i>Fluency</i></p> <ul style="list-style-type: none"> Use context clues, word recognition, and re-reading to self-correct. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> Use sentence level context clues. Explain the meaning of simple similes and 	<p><i>Key Ideas & Details</i></p> <ul style="list-style-type: none"> Determine the theme of a story, drama, or poem. Make connections between individuals, events, ideas, or concepts in a historical, scientific, or technical text. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Compare and contrast the organizational structure (e.g., chronology, problem/solution, comparison) in two or more texts. Explain how a series of chapters, scenes, or stanzas structure a story, drama, or poem. Compare multiple accounts of the same event. Describe the effects of a narrator's point of view. <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Analyze how visual multimedia elements contribute to the meaning, tone, or beauty of a text. Explain how an author uses reasons and evidence to support particular points, and connect them. Compare the approach of texts in the same genre to similar themes and topics. <p><i>Phonics and Words Recognition</i></p> <ul style="list-style-type: none"> Use combined knowledge of letter sounds and syllabication patterns to read unfamiliar multisyllabic words. <p><i>Fluency</i></p>

Additional Content Found in the Common Core State Standards		
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Use sentence level context clues to understand unknown words or phrases. • Uses glossaries and dictionaries, print and digital. • Distinguish shades of meaning among closely related words that describe states of mind or degrees of certainty. • Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. 	<ul style="list-style-type: none"> • metaphors, and common idioms, adages, and proverbs. • Understand antonyms and synonyms. • Acquire and use general academic vocabulary, including words that signal spatial and temporal relationships. 	<ul style="list-style-type: none"> • Use context clues, word recognition, and re-reading to self-correct. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> • Use context clues, affixes and roots, and reference material to determine the meaning of an unknown word or phrase. • Explain the meaning of similes and metaphors, and common idioms, adages, and proverbs. • Acquire and use general academic vocabulary, including words that signal contrast, addition, and other logical relationships.

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Additional Content Found in the Common Core State Standards		
Grade 3	Grade 4	Grade 5
<p><i>Text Types and Purposes</i></p> <ul style="list-style-type: none"> • Organize reasons that support an opinion. • Use words and phrases that link opinions to reasons and connect ideas within categories of information. • Use temporal words to signal the order of events. • Provide a concluding statement or section. • Include illustrations when useful to aiding comprehension. • Use dialogue and descriptions to show the response of characters to situations. <p><i>Production and Distribution of Writing</i></p> <ul style="list-style-type: none"> • With guidance and support, use technology to interact and collaborate with others. <p><i>Range of Writing</i></p> <ul style="list-style-type: none"> • Write routinely over extended time frames and shorter time frames for a range of discipline – 	<p><i>Text Types and Purposes</i></p> <ul style="list-style-type: none"> • Use an appropriate style to defend an opinion (e.g., reasons supported by facts). • Use transition words and phrases. • Write narratives with dialogue, using temporal words and phrases and a conclusion. <p><i>Production and Distribution of Writing</i></p> <ul style="list-style-type: none"> • With some guidance and support, use technology to interact and collaborate with others. • Use keyboarding skills to type a minimum of one page in a single sitting. <p><i>Range of Writing</i></p> <ul style="list-style-type: none"> • Write routinely over extended time frames and shorter time frames for a range of discipline – specific tasks, purposes, and audiences. <p><i>Conventions of Standard English</i></p>	<p><i>Text Types and Purposes</i></p> <ul style="list-style-type: none"> • Use an appropriate style to defend an opinion (e.g., logically ordered reasons supported by facts). <p><i>Production and Distribution of Writing</i></p> <ul style="list-style-type: none"> • With some guidance and support, use technology to interact and collaborate with others. • Use keyboarding skills to type a minimum of two pages in a single sitting. <p><i>Research to Build and Present Knowledge</i></p> <ul style="list-style-type: none"> • Provide a list of sources for research. <p><i>Range of Writing</i></p> <ul style="list-style-type: none"> • Write routinely over extended time frames and shorter time frames for a range of discipline – specific tasks, purposes, and audiences. <p><i>Conventions of Standard English</i></p> <ul style="list-style-type: none"> • Explain the function of interjections. • Form and use verb tenses that convey various

Additional Content Found in the Common Core State Standards

Grade 3	Grade 4	Grade 5
<p>specific tasks, purposes, and audiences.</p> <p><i>Conventions of Standard English</i></p> <ul style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs. Use regular and irregular plural nouns and verbs, abstract nouns, simple verb tenses, and comparative and superlative adjectives and adverbs. Ensure subject-verb and pronoun-antecedent agreement. Write compound and complex sentences using coordinating and subordinating conjunctions. Use commas and quotation marks in dialogue. Capitalize titles. Use spelling patterns and generalizations. <p><i>Knowledge of Language</i></p> <ul style="list-style-type: none"> Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> Use relative pronouns and adverbs. Use progressive verb tenses and modal auxiliaries (e.g., <i>can, may, must</i>). Order adjectives according to convention. Use frequently confused words (e.g., homophones). Use a comma and conjunction in a compound sentence. <p><i>Knowledge of Language</i></p> <ul style="list-style-type: none"> Choose punctuation for effect. Differentiate between contexts that call for formal vs. informal English. 	<p>times, sequences, states, and conditions (e.g., perfect tenses), correcting inappropriate shifts.</p> <ul style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma with introductory words and phrases in a sentence. Use underlining, quotation marks, or italics to indicate titles. <p><i>Knowledge of Language</i></p> <ul style="list-style-type: none"> Compare and contrast varieties of English (e.g., dialects, registers).

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.

Additional Content Found in the Common Core State Standards

Grade 3	Grade 4	Grade 5
<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> Come to discussions prepared, having read or studied required material to draw from. Determine the main ideas and details of an oral or multimedia text. <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Create audio recordings of stories or poems, adding drawings or other visual displays when appropriate. Use complete sentences when providing 	<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> Come to discussions prepared, having read or studied required material to draw from. Follow agreed-upon rules for discussion and carry out assigned roles. Pose and respond to questions. Review the key ideas expressed in a discussion. Paraphrase portions of oral text or diverse media. Identify reasons and evidence provided by a 	<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> Come to discussions prepared, having read or studied required material to draw from. Follow agreed-upon rules for discussion and carry out assigned roles. Respond to specific questions. Review the key ideas expressed in a discussion. Summarize an oral text or information from diverse media.

Additional Content Found in the Common Core State Standards		
Grade 3	Grade 4	Grade 5
requested detail or clarification.	<p>speaker.</p> <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Add audio recordings and visual displays to presentations when appropriate. • Differentiate when to use formal vs. informal English. 	<ul style="list-style-type: none"> • Summarize the points a speaker makes and the evidence provided. <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Include multimedia components and visual displays when appropriate. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate.

GRADES 6–8

1. READING: Students use the reading process to demonstrate understanding of literary and informational texts.

Additional Content Found in the Common Core State Standards		
Grade 6	Grade 7	Grade 8
<p><i>Key Ideas & Details</i></p> <ul style="list-style-type: none"> Summarize a text without personal opinions or judgments. Describe how plots develop, including how characters change in response to events. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Understand connotative and figurative language and the impact of words choice on meaning and tone. Analyze how a particular sentence, chapter, scene, stanza, paragraph, or section fits into the overall structure and develops the text. Explain how the point of view of the narrator or author is developed. <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Compare print and non print versions of a text. Integrate information from different media or formats to understand a topic or issue. Evaluate arguments, distinguishing claims that are supported from those that are not. Compare the approach of texts in different formats or genres to similar themes and topics. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> Use context clues and reference material to determine or verify the meaning of an unknown word or phrase. Interpret figures of speech. Use the relationship between words (e.g., part/whole, item/category) to better understand 	<p><i>Key Ideas & Details</i></p> <ul style="list-style-type: none"> Cite textual evidence to support analysis. Analyze the development of theme and central ideas over the course of the text; summarize. Analyze the interaction between individuals, events, and ideas in an informational text. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Understand how connotations impact meaning and tone. Analyze the impact of rhymes and other repetitions of sounds on a poem or play. Analyze how the form or structure of a poem or play contributes to its meaning. <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Compare print and non-print versions of a text. Compare historical fiction to historical accounts. Analyze how two or more authors writing about the same topic emphasize different evidence or differ in their interpretation of facts. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> Use context clues, affixes and roots, and general and specialized reference material to determine and verify the meaning of an unknown word or phrase. Understand allusions. Use synonyms andonyms to understand words. 	<p><i>Key Ideas & Details</i></p> <ul style="list-style-type: none"> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., analogies, allusions). <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Understand how connotations impact meaning and tone. Compare the text structure of two or more texts. Analyze the structure of specific paragraphs. Consult general and specialized reference materials to verify a word's pronunciation, part of speech, and precise meaning. <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Evaluate author's choice of medium. Analyze differences between a filmed or live production and the original text or script. Analyze how modern texts draw on past works (e.g., allusions, archetypes). Evaluate arguments and specific claims in texts, including conflicting evidence or viewpoints. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> Use general and specialized reference material to determine or verify word meaning. Interpret various figures of speech (e.g. verbal irony, puns).

Additional Content Found in the Common Core State Standards

Grade 6	Grade 7	Grade 8
each of the words.		

2. WRITING: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Additional Content Found in the Common Core State Standards

Grade 6	Grade 7	Grade 8
<p><i>Text Types and Purposes</i></p> <ul style="list-style-type: none"> • Use an appropriate style to write arguments, including making and supporting claims. • Use words, phrases, and clauses as transitions to link ideas, convey sequence, or signal shifts. • Establish and maintain a formal style. • Organize ideas using definition, classification, comparison/contrast, and cause/effect. <p><i>Production and Distribution of Writing</i></p> <ul style="list-style-type: none"> • Use technology to interact and collaborate with others. • Use keyboarding skills to type a minimum of three pages in a single sitting. <p><i>Research to Build and Present Knowledge</i></p> <ul style="list-style-type: none"> • Avoid plagiarism and provide basic bibliographic information for sources. <p><i>Range of Writing</i></p> <ul style="list-style-type: none"> • Write routinely over extended time frames and shorter time frames for a range of discipline – specific tasks, purposes, and audiences. <p><i>Conventions of Standard English</i></p> <ul style="list-style-type: none"> • Use pronouns correctly (e.g., proper case, clear agreement with antecedent). • Use punctuation to set off nonrestrictive or parenthetical elements. <p><i>Knowledge of Language</i></p> <ul style="list-style-type: none"> • Vary sentence patterns. 	<p><i>Text Types and Purposes</i></p> <ul style="list-style-type: none"> • Use an appropriate style to write arguments, including making and supporting claims and acknowledging opposing claims. • Establish and maintain a formal style. • Organize ideas using definition, classification, comparison/contrast, and cause/effect. • Use formatting, graphics, and multimedia, as appropriate. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other examples. <p><i>Production and Distribution of Writing</i></p> <ul style="list-style-type: none"> • Use technology to interact and collaborate with others, including linking and citing sources. <p><i>Range of Writing</i></p> <ul style="list-style-type: none"> • Write routinely over extended time frames and shorter time frames for a range of discipline – specific tasks, purposes, and audiences. <p><i>Conventions of Standard English</i></p> <ul style="list-style-type: none"> • Explain the function of phrases and clauses and recognize misplaced or dangling modifiers. • Use a comma to separate coordinate adjectives. <p><i>Knowledge of Language</i></p> <ul style="list-style-type: none"> • Write concisely, eliminating wordiness and redundancy. 	<p><i>Text Types and Purposes</i></p> <ul style="list-style-type: none"> • Use an appropriate style to write arguments, including making and supporting claims and acknowledging opposing claims. • Clearly introduce topics and conclude with a statement or section that follows from and supports the piece. • Use formatting, graphics, and multimedia, as appropriate. <p><i>Production and Distribution of Writing</i></p> <ul style="list-style-type: none"> • Use technology to interact and collaborate with others. <p><i>Research to Build and Present Knowledge</i></p> <ul style="list-style-type: none"> • Generate questions for research, expanding as needed to allow for additional exploration. • Avoid plagiarism and follow a standard format for citation. <p><i>Range of Writing</i></p> <ul style="list-style-type: none"> • Write routinely over extended time frames and shorter time frames for a range of discipline – specific tasks, purposes, and audiences. <p><i>Conventions of Standard English</i></p> <ul style="list-style-type: none"> • Explain the function of verbals (gerunds, participles, infinitives). • Recognize and correct inappropriate shifts in verb voice and mood. • Use punctuation to indicate a pause, break, or

Additional Content Found in the Common Core State Standards

Grade 6	Grade 7	Grade 8
		<p>omission.</p> <p><i>Knowledge of Language</i></p> <ul style="list-style-type: none"> Use verbs in the active and passive voice and in the appropriate mood to achieve particular effects.

3. SPEAKING AND LISTENING: Students use listening and speaking skills for a variety of purposes and audiences.

Additional Content Found in the Common Core State Standards

Grade 6	Grade 7	Grade 8
<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> Come to discussions prepared, having read or studied required material to draw from. In groups, set specific goals and deadlines and define roles as needed. Pose and answer specific questions; elaborate. Review the key ideas expressed in a discussion, reflecting multiple perspectives. Interpret information presented in diverse media and formats. Delineate a speaker's argument, distinguishing claims that are supported from those that are not. <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Include multimedia components and visual displays to clarify information. Adapt speech to a variety of contexts and tasks, using formal English when appropriate. 	<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> Come to discussions prepared, having read or researched material to draw from. In groups, set specific goals and deadlines and define individual roles as needed. Pose and answer specific questions. Acknowledge new information expressed by others in a discussion. Analyze ideas and arguments presented by speakers in a variety of media. <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Adapt speech to a variety of contexts and tasks, using formal English when appropriate. 	<p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> Come to discussions prepared, having read or researched material to draw from. Follow rules for discussions and decision-making, tracking progress towards goals and defining individual roles as needed. Pose questions. Evaluate a speaker's argument and evidence. <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.